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Normalia [October 1892]

St. Cloud State University

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OCTOBER, 1892.

THE Normalia.

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Editorial.

There is promise and inspiration in the sight of a community of young people, harmoniously working together, trying to fit themselves for happy, useful lives. Students who appreciate their privileges and responsibilities realize that for the time being they must deny themselves the pleasure of all formal society, and leave all active church and philanthropic work to other hands and minds. There is strength in concentration. "No man can serve two masters." If your school life really is a preparation for your larger after-life, it is worthy the devotion of your united energies. Time divided, effort diffused, is as barren of beneficial results as the force that is wasted in the steam rising from an open boiler. Your daily effort to live an earnest temperate life will be of more use to yourselves and the community than any outward victory you can achieve in your immaturity.

Literary.

COMMON SCHOOL READING.—ITS AIM AND A HINT AT ITS METHODS.

READ BEFORE THE MINNESOTA STATE TEACHERS' ASSOCIATION.

By Joseph Carhart, President of the State Normal School at St. Cloud, Minn.

Of all the subjects which occupy a place in the common school curriculum, the one which engages more of the time of teacher and pupil than any other is reading. This statement would probably hold good if the term reading were restricted to the formal exercises in the school reader, but were the term extended to include all that is done by teacher and pupil in all subjects for the purpose of acquiring power to interpret correctly the printed page—if the term reading were made to include all such exercises—the truth of the opening statement of this paper would be apparent, and Thomas Carlyle would not forfeit his place among the wisest men of this century by saying: "The true university of these days is a collection of books; and all education is to teach us how to read."

A subject which engages so much of the time of teacher and pupil in the school room may well occupy a few minutes on this program, and may well receive a full and free discussion from this body of school teachers. The limited time allotted to this paper will not admit of a full exposition of the subject nor the confirmation of a single proposition. All that can be done is to make a few dogmatic statements. But dogmatism has its value—it seldom fails to provoke discussion, and I have a great desire to know what my fellow-teachers think the reading work should do for the children in the common schools and how that result can best be secured. I hope much from your discussion. The true answer to the questions, "What should the reading work do for the children?" and "How can it best be done?" does not depend upon the caprice of the teacher, nor the whim of the neighborhood. The true answer depends rather upon the nature and needs of the child, the nature of the subject, its adaptation to the child's need and the relation of reading to other subjects in the course.

What is reading? It was a favorite saying with Abraham Lincoln, "I never feel sure of a subject until I have run the fingers of my mind around it and felt

its edges." Let us run the fingers of our mind around the subject of reading. Acting upon the advice of the logicians, let us seek a clear idea of it by separating it from all other subjects; and a distinct knowledge by analyzing its content, finding its parts, discovering their relation to each other, and, in the light of the principles stated above, consider the relative value of the parts of reading to the average boy or girl in the common schools of Minnesota.

There is a difference between *reading* and *learning to read.* In the act of reading the mind is absorbed in comprehending the thought of discourse, and is unconscious of the process by which it comprehends; in the act of learning to read the mind is made conscious of the steps by which it masters the thought. It is concerned, not with the content as an end, but with the process by which it must arrive at the content of all discourse. This paper deals with a common school subject—the art of learning to read. The child may be permitted to regard a mastery of the content as the thing aimed at, but the teacher, who sees the end from the beginning, understands that the study of a particular lesson is a step in a process, the object of which is power over the forms of discourse.

All subjects in the common school curriculum may be separated into two groups, or classes, viz.:

1. Thought studies.
2. Language studies.

Thought studies include such subjects as arithmetic, history, geography, and the like. Language studies include grammar, composition, reading, etc.

In distinguishing between these classes of studies it is not held that no power over language is given in the study of thought subjects, nor that thought is excluded from language studies. To comprehend his problem in arithmetic the pupil must understand the language in which it is stated. To master the forms of expression the pupil must understand the thought which the language expresses and which determines the form of the expression. The classification of school subjects into "thought studies" and "language studies" is to be justified by considering the purpose consciously aimed at in either case. The study of arithmetic, geography, history and all other subjects involving the use of text books gives skill in the interpretation and use of language, but this is incidental. Their primary aim is to lead the pupil to a mastery of the facts and principles of arithmetic, geography and history. In the study of language forms the student acquires a knowledge of content, but this is incidental. The real object consciously aimed at is to master the principles of language and to acquire skill in the interpretation and use of language. The one employs language as a means of expressing thought; the other employs thought as a means of exhibiting the forms of language. The geologist uses the sentence, "Chalk is white," as a means of expressing that fact of geology; the teacher of grammar employs the thought, "Chalk is white," as a means of teaching the fact that a sentence consists of subject, predicate and copula. This simple example illustrates the difference which holds throughout between thought studies and language studies.

Language studies put the pupil in possession of the tools which he must use in dealing with all other studies. They furnish him the keys by which he is to unlock the treasures of thought, and give him skill in the expression of thought. Reading is usually classed, and the correctness of the classification is assumed in this discussion, as a language study. As such it partakes of the nature of that class of studies—it deals with expression chiefly, with content incidentally.

By what is reading distinguished from other members of the language group? Language has its origin in thought. The nature and complexity of the mental acts involved determine the nature and complexity of the language in which the thought products are embodied. With respect to their complexity mental products are of three sorts—ideas, thoughts and themes. An idea is the impression which the mind obtains from a single object, and the language unit in which it embodies itself is the word; a thought is the relation which the mind perceives to exist between two objects or ideas and the language unit in which it embodies itself is the sentence; a theme is the relation which the mind perceives to exist among a series of thoughts relating to a single subject, and the language unit in which it embodies its complex product is discourse. On the side of mental products we have ideas, thoughts, themes; on the side of language we have words, sentences, discourse, corresponding respectively to ideas, thoughts and themes.

The three language units give rise to three groups of language studies—word studies, sentence studies and discourse studies. Words are studied with respect to their meaning, spelling and pronunciation—giving rise respectively, to etymology, orthography and orthoepy. Sentences are dealt with for the purpose of giving skill in their interpretation and construction, and grammer is the science of the sentence. The studies which deal with discourse are rhetoric, literature, composition and reading. Rhetoric is the science of the abstract laws of discourse. It is to the other discourse studies what pure mathematics is to applied mathematics. Literature, using the term in its technical, restricted sense, is a fine art. It is studied for the joy one has in the triumph of genius that has embodied noble thought and sentiment in an adequate, concrete, sensuous form. For the most part the pupil in the common school is incapable of a critical study of literature as a part of the science of aesthetics, but his intuition of the beautiful may feel and enjoy though he lack the critical judgment to account for his pleasure.

Composition and reading are pre-eminently the common school discourse studies. Each of these is the complement of the other; composition is the synthesis of discourse; reading is the analysis of discourse. The one organizes parts into a whole; the other separates the whole into parts. In making reading a discourse study, in distinction from word studies and sentence studies, the intention is not to exclude from reading all word work or all study of sentences. The pupil must know the meaning of words before he can interpret sentences. He must understand the meaning of sentences before he

can master the discourse as a whole. But there is a difference between the study of words abstractly and the study of words as parts of a given piece of discourse; between the study of sentences as grammar deals with them and the interpretation of sentences as parts of a given discourse. In etymology, orthography and orthoepy the *word* is the unit dealt with; in grammar the *sentence* is the unit dealt with; in reading *discourse* is the unit dealt with, and words and sentences are treated as parts thereof.

During the earlier stage of the work—the primary stage—reading deals almost exclusively with words; as the pupil advances, the study of words receives less attention and the real work becomes a study of discourse.

Discourse is a manifestation of mind; it embodies the products of mental processes. Fundamentally there are three classes of mental phenomena—thoughts, feelings volitions; fundamentally there are three corresponding classes of discourse—didactic discourse, emotional discourse, ethical discourse. All three elements exist in some degree in every piece of discourse but in varying proportions, so that we have thought, feeling and volition each in turn the predominent element, giving rise respectively to science, poetry and oratory according as the end of the discourse is to awaken thought, to excite feeling or to move the will. But all discourse is primarily addressed to the intellect—it is the unfolding of an idea. The nature of the idea determines the form of discourse. Ultimately ideas are of two sorts, general and particular. General ideas are treated by exposition and argumentation, but such abstract forms seldom occur in the school reader. The selections in the reader for the most part express concrete, individual ideas, and these are of two sorts: Ideas of objects extended in space, with parts and attributes coexistent in time; and ideas of objects whose parts succeed each other in time; space wholes, giving rise to description; and time wholes, giving rise to narration.

Description should be dealt with according to the nature of description and according to the laws of the learning mind. Narration should be dealt with according to the nature of that form of discourse and according to the laws of the learning mind. This would give true knowledge, the thought in the mind corresponding to the thought in the thing studied.

Discourse is addressed to two senses: To the eye by means of the printed page; to the ear by means of the voice. Reading deals with both forms—with the interpretation and the oral expression of discourse. Upon which of these should the common school place the gteater stress, upon interpretation or oral expression? The answer to this question depends upon the answer to two other questions, viz.: 1. What is the relation which exists between interpretation and oral expression? 2. Which is of greater value to the average boy or girl in the common schools or to the commonwealth of Minnesota, power to interpret easily and correctly the printed page or power to express orally the content of the printed page.

For the terms interpretation and oral expression permit me to substitute their English equivalents, mind reading and mouth reading. (Oral is from the Latin, os, oris, and is the exact equivalent of our English word mouth.) Does the mouth govern the mind in reading or does the mind govern the mouth? The physiological-psychologists have made some remarkable statements, but they have not yet gone so far as to assert that the way to have a pupil experience in himself the psychological states embodied in a piece of discourse is to have his mouth assume the shapes and his other vocal organs perform the acts necessary to represent those states to another. The interpretation of the printed page is an act of the mind and not of the mouth. The identification of the pupil's thought with the thought in discourse is to be accomplished by conforming to the laws of thought rather than the laws of vocal expression. The teacher of reading should be a practical psychologist rather than an elocutionist. If he can be both so much the better. But he cannot succeed in any large sense unless he conform, consciously or unconsciously, to the nature of discourse, and unless he conform, consciously or unconsciously, to the law of the learning mind. The physician to cure disease must, consciously or unconsciously, obey the laws of cure. Other things being equal, I would rather employ as my family physician one who consciously obeyed the laws of cure—that is, one who knew them and had them in mind when he prescribed. If he depended upon blind impulse I fear he would sometimes make fatal mistakes.

The mind at any given time is possessed of a limited amount of energy. Energy given to oral expression is so much taken from the acts of interpretation and by so much is oral expression a hindrance rather than a help to mind reading. Mouth reading then stands in a negative relation to mind reading. But good mind reading is the essential condition of good mouth reading. At best the oral reader will express only so much of the discourse as he thinks, imagines and feels, and if he identifies his own mental states with those embodied in the discourse it is because he obeys the laws of thought, imigination and feeling. A mistake in emphasis is the mind's mistake. Nineteen-twentieths of all mistakes in oral reading have their origin in a defect of the thought, the imagination or the sensibilities. And to correct such mistakes it is necessary to promote right thinking, imagining and feeling. The more mechanical elements of expression, such as the articulation and accent of words, require special attention, particularly in the case of pupils whose mother tongue is some language other than English. But, for the most part, the best way to secure a good oral expression, an expression which "is not puffed up, which doth not behave itself unseemly, which seeketh not her own," but which seeks to awaken in the mind of another the mental states embodied in a piece of discourse, is to fill the reader with the thought, the imagery and the spirit of that piece of discourse. But this is accomplished through silent reading and not through oral reading.

There are two ways of adding a deep beautiful green hue to the foilage of a tree: One is to varnish the

leaves; the other is to dig about the tree and fertilize it and water it. The child varnishes the leaves, the experienced horticulturist goes to the root of the matter. The child does not understand that nature in her own good time, the conditions being present, will bring about the result. If he did understand this he would not wait. He wants the leaves to be green "right away"—so he varnishes them. The anology is obvious. The wise teacher of reading knows that all healthy growth is from within outward and that growth requires time. He knows that it is the nature of thought to manifest inself—that just so surely as the seed will manifest itself above the soil in which it is planted so surely will the thought, the image and the feeling manifest themselves in face, voice and gesture.

The minstrel performer, the theatrical actor, the dramatic reader and the orator need special vocal and physical training to prepare them for the severe duties of their respective professions, but they need first a general culture and if it were the duty of the common school to furnish minstrels, actors, elocutionists or orators it would more surely produce them by filling its pupils with the spirit of the kinds of literature they would have occasion to use in those several professions than by any possible physical training. But it is not the function of the common school to make minstrels, actors, elocutionists or orators. The would-be orator needs the training the university gives; let him go there for his special training, and let the would-be minstrel, actor and elocutionist go to the dramatic school. Very few of the children in the common schools will ever be any of these, and covering the native ignorance of that few with a thin veneering of elocution would not make them eloquent orators or dramatic artists.

By far the greater number of boys and girls in the common schools will occupy humble places in life, and if the teacher of reading will give them a mastery of the printed page, fill their minds with the best thoughts of the world's best men and women, with the beautiful imagery of the poet and the mountain height visions of the seers of the race—if the teacher of reading will enable his pupils to have in their humble walks the companionship of great authors, those true interpreters of life and duty, to be instructed, cheered and strengthened by their soul-lifting thoughts, so that the future "Snow Bound" shall be shut in with Whittier, the blacksmith's anvil shall have a cheerful ring because it is under the shade of Longfellow's "Spreading Chestnut Tree"; the humblest laborer shall see "Sir Launfal's Vision"; the woodman's axe shall swing to the rythm of Bryant's verse, and the plough boy walk erect with England's poet and Scotia's bard at his side, whispering to his immortal soul words that breathe and thoughts that burn—if his pupils shall enjoy in their humble walks

> The love of learning, the sequestered nooks,
> And all the sweet serenity of books,—

if the teacher of reading accomplish these results; nay, if he aim to accomplish them and succeed in the smallest degree, he will have done more for his pupils and for the society in which they live than the best elocutionary training could possibly accomplish under the limiting conditions of the common school room.

Such results are not immediate—between the seed-time and the harvest are many months and years, and the teacher who aims consciously and persistently at these beneficent but remote results needs that faith and patience which come only from a deep insight into the laws of spiritual growth. But such a teacher has his encouragements—every visit of the pupil to the district library, every request for a juvenile periodical of high grade is a cheering prophecy.

The test of our reading work is the interest our pupils take in the district library. The act of our Legislature which placed within the reach of every community in the state a library of choice books was both wise and generous. Whether or not the act accomplishes its purpose will depend in large measure upon what the teacher conceives to be the purpose of the reading work in the common schools and the method by which he seeks to accomplish that purpose.

Rostrum.

In a certain portion of Paris there is a tablet containing a list of the names of the great men of the world, or of those who, in the estimation of a learned French society, were entitled to a position among the great historical characters of the world. A certain American read that list; he found there the names of Moses, Abraham, David, Zoroaster, Shakespeare, Goethe. He became excited as he approached the time when the United States began its career, and he wondered whether this learned society had discovered among Americans one who was entitled to a place on that exclusive roll of fame. The first American name that attracted his attention was the name of Benjamin Franklin. We wonder how it happens that a man whose school education was limited to about two years in an indifferent school could have achieved so distinguished a career. The explanation of the fact is found, in a large measure, in that passage of his autobiography which says: "From a child I was fond of reading, and all the little money that came into my hands was ever laid out in books. My first collection was of John Bunyan's works; I afterwards sold them to buy Burton's Historical Collections—small books and cheap. My father's little library consisted chiefly of books in polemic divinity,

most of which I read. I have often since regretted that, at a time when I had such a thirst for knowledge, more proper books had not fallen in my way." The autobiography goes on to state that he became a printer's apprentice at the age of twelve years, and that he then had much better facilities for obtaining reading matter, such as being enabled to borrow books from the apprentices at a book sellers, and sitting up all night in order to read one through and return it the next morning, that it might not be missed. Later a tradesman who had a small collection of books invited him to his library and lent him whatever books he had.

The morning rhetoricals for some days have consisted of readings from Franklin's writings which are known by the name of Poor Richard's Almanac. These are so familiar to all that no selectins from them will be given here. Franklin himself says of them that many of these wise sayings which are attributed to him—in fact nine-tenths of them—are merely his gleanings from other writers and not his original thought.

When we think of the superior facilities of our times and our schools and compare them with Franklin's means of obtaining an education or even the simplest reading matter, we can but wonder what he would have accomplished had he some of the advantages with which we are surrounded. And we ask ourselves this question, do we use our advantages as Franklin used his? Do we appreciate and make such use of our libraries as we might?

The most important and most elementary of the language studies is reading. The reason of its importance is because it emancipates the individual from dependence on his senses and upon oral tradition. If he is a good reader and can experience the manifold states represented by the author, he can see with all the eyes of his fellows and hear with all the ears of his fellows. That power to extract from books is a wonderful means of getting rid of one's limits, of emancipating one from his own feeble efforts. It is better for a student to be able to master a subject from a book than to get it from the oral statement by a teacher, because it frees him from dependence on the teacher.

The following program was rendered by the school on Columbus Day:

Scripture Reading.....Mabel Rich.
Song—Columbia Day.....School.
Address.....P. P. Colgrove.
Song—Our Fair Land Forever.....School.
Ode.....Eleanor Cramb.
Story of Columbus.....Harry Ervin.
Song—Our Country.....School.
Recitation.....Edith Carhart.
Quotations by members of the school.
Song—Columbia.....School.

"No matter what grade of pupils the Normal school ever receives, its professional work is chiefly done on the common branches, the reason being this: No matter where the pupil learns his common branches, he learns them as steps in a graded course; and when he has climbed to the higher steps he drops these studies and returns to them no more, except when he teaches them to others. Of course it follows that in the high school or college these lower branches are not received in the light of higher branches. Arithmetic is not studied in the light of algebra or geometry; the discriptive geography is not reviewed in the light of physical geography and botany, zoology and geology; English grammar not reviewed in the light of studies in philology and logic; the history of the United States not seen in its relations to the history of mankind. But the teacher needs precisely the re-examination of all his elementary branches in their relation to all human learning. The Normal school, therefore, took up just this work at the beginning and performed it well. It induced in the young men and women preparing for the work of teaching, the habit of taking up the lower branches in their relation to the higher—taking them up constructively, as it were."

President Carhart commented on the preceding as follows:

"Constructively means *to build into.*

"Besides the way in which subjects may be dealt with constructively, referred to by Dr. W. T. Harris, they may be dealt with constructively without going outside the subjects themselves. Arithmetic, grammar, geography, is each a subject distinct from all other subjects because there is a general truth inhering in all the facts of the subject; and when every fact is seen in relation to that truth which is common to all the facts, and through their relations to the common truth, the relation of the facts to each other, then those facts have been *constructed* into a science. As Dr. Harris indicates, it were better for a candidate for the teaching profession were he master of the higher branches so that he could construct arithmetic in the light of algebra or even calculus; the facts of geography in the light of botany, zoology, physics and chemistry; grammar in the light of logic, psychology and metaphysics. But the compensation and other inducements in the teaching profession are not sufficient to command the services of those who have in all cases mastered these highest branches. The public school on the law of supply and demand must accept the scholarship that affords itself, and the Normal school must make the most of the material presented, out of which teachers are to be made, and for the most part must content itself with dealing with the common branches, constructively, in the sense that all of the facts of each of the several subjects are seen in the light of the general truth that binds the facts together into a given subject and which general truth is the meaning of the facts. It is important that this knowledge of the elementary subjects shall be supplemented by the knowledge of higher branches; but this supplementary knowledge can not be taken as a substitute for the complete knowledge of the branches themselves.

"If I were to employ a dentist to operate on my teeth, other things being equal, I would choose one who had a liberal education. I would be glad if he were a thorough Latin, Greek, Hebrew and Sanscrit scholar; if he were master of the Calculus and every department of Science and Art, but above all I would be extremely anxious that he knew something of the teeth. I would want him to understand that there was a nerve in my tooth and know about where it was located, and I would want him to be skilled in the use of the instruments employed in operating upon my tooth. No amount of knowledge such as that indicated above could be taken as a substitute for the knowledge of the tooth and skill in the use of the dental instruments. In selecting some one to teach my child by means of Language, Number, Arithmetic, Geography and History, I would be glad if he were master of all the sciences and all the arts, but I am especially solicitous that he understand the nature of the child's mind, the laws of mind growth, and that he be skilled in the use of Language, Number, Arithmetic, Geography and History, because they are the instruments by means of which he is to develop the mind and character of my child. I would be glad to have him supplement the knowledge of these subjects by a knowledge of all the higher branches but that mastery of the higher branches could no more be taken as a substitute for Language, Arithmetic, Geography and History, than the subjects in the other instance for the knowledge of the dentist and the instruments which the dentist employs.

"Graduates and undergraduates who engage in the teaching service of the state, for the most part, teach the common branches; their success or failure is determined, in a large measure, by the degree of mastery they have of those branches. Of course, there are two other features of very great importance; a knowledge of the mind of the pupil, the laws of mind development, and the knowledge of method which consists in the adaptation of phases of subject matter to corresponding stages of mind development.

"The last mail brought a request from the superintendent of one of the largest cities in the state for five teachers to be employed in the grades of the schools of that city at $60 a month. It is important that any one

named by the school for a position shall prove equal to the requirements of that position. In selecting candidates for the above positions, our anxiety was not whether the nominees were proficient in Latin, Chemistry, Physics and similar subjects, but rather as to whether they were proficient in Reading, Arithmetic, Grammar, Geography, United States History. It is quite important that they be proficient in all those subjects; the Latin will give an increased mastery over English; Physics and Chemistry add to the proficiency in Geography; but since they are to develop the minds of the children by means of Arithmetic, Reading, Grammar, Geography and History, it is of supreme importance that they have a complete mastery of those educational instruments, and that they have a clear insight into the nature of the minds which they are to develop by means of those instruments.

"I wish to say for your encouragement that of last year's graduating class, one is a a teacher in his Alma Mater, one receives a salary elsewhere of $75 a month, several $65 a month, others $50 a month, and some $45 a month.

"The excellent work done by this school during the twenty odd years of its existence has given it an enviable reputation among the school officers of the state. It is important that its reputation be maintained and even carried to a higher standard. In recommending graduates of the school for positions, my chief concern is not to secure the candidate a good position but to secure the children of the state in their school rights; to that end this school exists.

"I urge you all to qualify yourselves for the highest and best service and it will be the care of the school to place you where you can render the highest service of which you are capable, and in your preparation I especially urge you not to slight those subjects with which you will chiefly deal. A student who does not discover that the time we devote to the common branches is too little rather than too much shows thereby that he has a superficial view of them and is not a candidate for the highest and best work."

Literary Society.

The prompt and regular attendance of the members of the Society at each regular meeting, the interest manifested by all and the respectful attention given, speak well for the Society.

On account of illness, the president, Mr. Colgrove, was prevented from being present at the meeting which was held Friday evening, Sept. 30. Miss Laura Hart presided at the meeting, the vice-president having power to act in the absence of the president.

The Literary Society continues to increase in numbers as well as in strength. Many of the new students, as well as several of the old, have recently become members. It is hoped that all members of the school will identify themselves with the Society and receive a share of its benefits.

A very interesting feature of the program given at the last meeting was the debate; the question for which was, "Resolved that the railroads should be controlled by the government." Mr. O. J. Arnes, the affirmative leader, was assisted by Miss Sanborn. The leader on the negative side, Mr. Johnson, had Miss Noyes as assistant. Both sides presented good arguments, showing that the question had received careful consideration. The judges decided unanimously in favor of the affirmative.

It will be remembered by the readers of the Normalia that last May trial in the District Court was brought by the Normal Literary Society against I. T. Johnsrud for stealing the tin star belonging to the Seargent-at-Arms. The attorney for the Society was Mr. Funkley, whose services at the time were understood to be gratuitous. Evidently Mr. F. has forgotten that, for now he has presented a bill for $25, with interest since last May. The Society has discovered, however, that Mr. F. is not a graduate of

any law college, has never been admitted to the bar and consequently had no right to practice law in the District Court. Under these circumstances "Att'y" Funkley cannot collect his fees and it will be wise for him to withdraw his claim and say nothing more about it.

Exchanges.

The oldest paper in the world is "King Pan," in China, founded in 911, published intermittently until 1361, then made a weekly, since 1804 a daily, and now issued in three editions a day.—Ex.

The public-school teachers of Minnesota number three hundred and sixty-three thousand nine hundred and thirty-five.—Ex.

The future of this as well as that of all other nations will glorify the work done by the teachers in the common schools. Don't let us undervalue its power.—Ex.

When a student can't tell what he knows, it hasn's found its way clear into the gray matter; it has only got into his hair.—Prof. McCleary—"Mankatonian."

Our actions are our own; their consequences belong to heaven.—Francis.—"The Banner."

* * *

ONE OF THE LAZIEST.

The laziest man existing within the borders of the Empire State, lives along the shore of Third Lake, Fulton Chain, and spends his time fishing. He reclines on the bank in the shade, ties the pole to the dog's tail, and when he sees the bobber disappear he kicks the dog, and the animal lands the fish.—Herkimer Democrat.

* * *

Student (reading Virgil)—"And thrice I tried to throw my arm around her"—that was as far as I got, Professor.

Prof.—That was quite far enough, sir.

Vol. I, No. I, of The Torch, Faribault High School, was received at our table this month. It is a very neat little sheet, and we think it destined to be a bright and shining light among school journals.

THE LONGEST WORDS.

Below are the nine longest words in the English language at the present writing, and they are orthographical monsters, too. Here they are; take off your coat and engage them for a round or two:

Suticonstitutionalist.
Incomprehensibility.
Philoprogenitiveness.
Honorificibilitudinity.
Anthropophagenerian.
Disproportionableness.
Velocipedestrianistical.
Proantitionsubstationist.
Transubstantionableness.—Ex.

* * *

Darkibus nightibus,
No lightorum;
Climbibus gatepost,
Clothesibus torum.—Ex.

Y. W. C. A.

Topics for Wednesday evening meetings:

Nov. 2, Building for Eternity. 1 Cor. 3, 10-15.

Nov. 9, Titles of the Christian. 11 Tim. 2.

Nov. 16, Missionary meeting.

Nov. 23, Thanksgiving. Ps. 34.

Miss Jeffery, the state secretary, was with the Y. W. C. A. Oct. 22 and 23. An interesting meeting relating to the state convention was held in the Home parlors Sunday afternoon. This convention is to be held at Mankato and Miss Io Barnes has been elected as a delegate.

Personals.

At the last meeting but one of the literary, the vice-president announced that upon the failure of one of the members, Miss Wright had volunteered an instrumental solo. She, the vice-president, wishes to correct that statement and say that after much urging and persuading Miss Wright "consented" to play.

We all extend our heartfelt sympathy to Miss Swift, whose cousin was killed on the railroad a few weeks since.

Miss Clute has left Mr. Geo. Smith's and is now rooming at Mr. A. A. Wright's.

Miss Alice Hayward spent a week in Minneapolis last month, having gone home to attend her sister's wedding. Some of the girls enjoyed three dreamless nights with the wedding cake under their pillows.

Miss Sue McDavitt spent Oct. 15 and 16 in the Twin Cities, visiting her parents and brothers.

Miss Kittridge of the class of '90, has married a missionary and has gone with her husband as missionary to Alaska.

Miss Knott read a very enjoyable paper on the New York convention during the State Y. P. S. C. E. convention.

One of the Model scholars learning to salute the flag: "I pledge allegiance to my flag and the Republican for which it stands."

Another Modler: "What did the earth look like before God made it? Was it air?"

J. P. Lahr, class of '88, teaches in a school near St. Cloud.

Laura Greeley has accepted a school on Maine Prairie for the winter term.

Chas. Hilger was seen visiting the boys on the 21st. He teaches at Spring Hill, this county.

Madge Hamilton teaches at Haven this year.

Mr. Avery went to the cities on the 23d ult.

Mr. Carhart went to the cities on the 5th inst., and remained until the 8th. In his absence Mr. Wisely had charge of the class in logic.

Many of the friends of Ralph Abbott will be surprised to learn that he was married on the 28th of last month to Miss Amelia Miller of Paynesville. Ralph was at the Normal on the 26th, but spoke not a word even to his most intimate friends concerning his intended change in life. He has secured a seven months' school near Paynesville. Mr. Abbott has many friends in the school who unite in wishing him a most prosperous future.

I. T. Johnsrud, class of '92, teaches this winter at Olivia, Renville county, Minn.

David Abbott was in the city and visited his Normal friends a short time ago. He is to teach school this winter near Paynesville.

N. P. Nelson, class of '92, teaches in a school in Otter Tail county, near Fergus Falls.

H. C. West, Ralph Manuel, Nellie Wilson, Lillian Kenyon, Carrie Mitchell, and Helen and Mary Smith were at St. Cloud during the Y. P. S. C. E. convention.

Miss Enderle has given up her school in the model and taken one in Stearns county, near Maine Prairie.

Miss Schaefer has accepted a school in Wright county, near Clearwater.

Mr. Wisley on the 14th went to Minneapolis and returned on the C. E. excursion train. His classes all had written lessons that day.

Mr. Hyde finished his institute work for this year last week at Tower. He will be with the school for the rest of the year, as the summer schools have taken the place of the spring institutes.

Locals.

Come Kitty, Kitty.

A lamp exploded in room 22 a few nights ago, and but for the presence of mind of one of the inmates a serious fire might have resulted.

Miss Impulsive to Mr. Mathematics: "No'm."

During the convention Mr. Mitchell kept "hotel" in the K. of P. hall. We are all convinced that he has missed his calling.

Saturday morning Mr. Wisely thoughtlessly sent Mr. Frank Mitchell a note to this effect: "You may expect fifty delegates at your 'hotel' this noon." The messenger took the note to Mr. W. B. Mitchell, who, with consternation written on every liniament, hastened to Mr. Wisely to say that

he didn't see how he could accommodate so many at his house.

The Columbus Day exercises were very enjoyable and interesting. The hall was very tastefully decorated with bunting, flags, and autumn leaves. At 9:30 the school was drawn up in lines on each side of the walk in front of the building, while the G. A. R. Post, marching up stood across at the lower end of the walk, facing the building. The President's proclamation was read by Pres. Carhart and the flag was run up, when the Post started three cheers for Old Glory. The school gave the salute in the words, "I pledge allegiance to my flag and the republic for which it stands; one nation indivisible, with liberty and justice for all." After singing America all adjourned to the hall where the program was carried out.

Several of the C. E. delegates visited the Normal on Monday after the convention.

Mr. Wisely and Mr. Mitchell, Miss Peabody and Mrs. Carhart went on a fishing excursion to Grand lake. Their catch amounted to over 40 pounds of fish. Mr. M. thinks the fish in Minnesota are too eager to bite to make it interesting work.

In getting the new boilers into position in the new boiler room it was necessary to tear away part of the brick wall, but all damages have now been repaired and the boilers are now in their places and we hope that we shall feel the effect of them soon.

The regular business meeting of the Literary Society was postponed on the evening of Sept. 23d on account of a lecture given by Dr. Dewart, and also postponed on the evening of Oct. 14 on account of the C. E. convention, consequently we have had but two regular business meetings this quarter. Would it not be a good plan to have the meetings on the regular evenings hereafter?

It appears that C. H. Lien has become a politician rather than a school teacher. He has been nominated on the Republican ticket for state representative to the legislature from Grant county, S. D. This school has the prospect of turning out a future president.

It is reported that there is actually a mouse at the Home. Miss L. declares that she saw it. She is making strong efforts to secure a cat to be kept as a regular boarder. We all join in wishing her success.

Miss Sweetland and Miss Sackett, members of the Mankato Normal faculty, visited us Tuesday last.

Pres. Carhart and Messrs. Mitchell and Shoemaker floated down the river in a boat Friday afternoon, duck hunting, and returned by the 8:20 train from Clearwater. Result: One duck.

The young ladies at the Home are all practical housekeepers, dishwashers, cooks, etc., as was manifested at the Baptist church Sunday evening, Sept. 9, by their willingness to help the people out during the coming convention. "Young men, take note of this."

First fruits of the convention: Lost, strayed or stolen—One mustache; when last seen it was accompanying Mr. Johnson. Finder please return the same as he feels lost without it.

Miss Knudson went to her home in St. Paul to attend her brother's wedding and returned on Monday, the 24th.

Pres. Carhart is authority for the statement that "the demand for teachers from this school still continues to be greater than it can supply." He has to continually turn away applications for teachers on account of not being able to fill them.

The fans for heating the building are now in place and connection has been made with most of the rooms. We expect to have them in use this coming week.